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ABSTRACT

Rockland Community College's Special Services Project (SSP) provides supplemental instruction and counseling services to educationally and economically disadvantaged students through its College Skills Program, remedial/developmental program, and English as a Second Language (ESL) program. This report focuses on the second year (1981-82) of the second cycle of the project (1980-84), providing information on clientele characteristics, program sites, needs assessment, curriculum development, counseling, staff development, student outcomes, and program evaluation. Of the 355 students participating in the SSP, 51% with limited English ability were enrolled in the ESL program, and 49% with deprived educational backgrounds were enrolled in the Basic Skills Program. SSP participants made gains in reading that were somewhat greater that those typically reported for students with pretest scores at about the 8th grade level, gaining two years in grade equivalent scores in two semesters. Appendices provide: (1) a profile of SSP students and a series of case studies; (2) a revised contract for educational services; (3) a list of SSP curriculum projects; (4) a taxonomy of reinforcement materials; (5) student assessment and prescription forms; and (6) informational materials on SSP activities. (EJV)

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SPECIAL SERVICES PROJECT

Rockland Community College

1981 - 1982

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JC 860 101

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Table of Contents

		Page
Preface/Objectives		1
I.	Characteristics of Clientele	3
II.	Program Sites	4
III.	Description of Program	5
	A. Needs Assessment	5
	B. Development and Implementation of Curriculum for Skill Acquisition	8
	C. Development and Implementation of Counseling	10
IV.	Staff Development	13
V.	Summative Evaluation - Elaine B. Chapline, Ph.D.	15
Appendices		23

Appendices

		Page
Appendix A -	Case Studies	23
Appendix B -	Contract for Educational Services	39
Appendix C -	Curriculum Projects	41
Appendix D -	Taxonomy	43
Appendix E -	Prescription Forms	57
Appendix F -	Spring Festival Information and Cookbook	61
Appendix G -	Career Day Participants	66

PREFACE/OBJECTIVES

The Special Services Project at Rockland Community College provides supplemental instructional and counseling services for a minimum of 350 students in the College Skills Program, remedial/developmental program, and the English As A Second Language Program who enter the college with the most severe educational and economic needs. The first cycle of the Special Services Project operated from 1977 - 1980 and a second cycle (1980 - 1984) began in August, 1980. This report focuses on the second year of the second cycle of the project - 1981 - 1982. Throughout this report reference will be made where appropriate to information contained in the report, "Special Services Project, Rockland Community College, 1977 - 1980" which is a comprehensive longitudinal study of student performance during the first cycle of the project and the report, "Special Services Project, Rockland Community College, 1980 - 1981."

The specific objectives of the Special Services Project are as follows:

1. Participants will show significant improvement in reading (vocabulary and comprehension).

2. Participants will show significant improvement in writing.

3. Participants will show significant improvement in mathematics.

4. Participants will show significant improvement in the development of listening skills.

5. Participants will show significant improvement in the development of study skills and attitudes.

6. Participants will begin to build an awareness of careers and the competencies and training sequences demanded for these careers.

The additional instructional and counseling services for students with limited English speaking ability were designed to meet two specific objectives.

7. Participants will develop the skills and attitudes necessary to function within an academic environment in the U. S. A.

8. Participants will maintain their native language skills while developing proficiency in the English language.

A description of the processes utilized in meeting these objectives is contained in Chapters I - III of this report. Chapter IV focuses on the staff development activities conducted to help meet the objectives. And Chapter V contains summative evaluation in reading and mathematics which is specifically related to the accomplishment of instructional objectives for project participants enrolled in the College Skills Program.

I. CHARACTERISTICS OF CLIENTELE

Students who participated in the Special Services Project were selected on the basis of their limited reading achievement or English language proficiency. Those who took part in the College Skills Program (CSP) sections, designed for students with deprived educational backgrounds, had scores less than or equal to a 9.9 grade level equivalent on the Nelson-Denny Reading Test (Form A). Those in the English As A Second Language Program (ESLP) sections had scores indicating less than 90% mastery on the English Language Institute Test. All participants were U. S. citizens, permanent residents, or on special immigration status (e.g. refugee).

The total number of students in the Special Services Project was 355. The students included 179 (51%) with limited English language ability who were in the English As A Second Language Program and 176 (49%) with deprived educational backgrounds who were in the College Skills Program. There were 143 (40%) males and 212 (60%) females. The group included no American Indian/Alaska Native (0%), 9 Asian/Pacific Islanders (2%), 144 Blacks (41%), 90 Hispanics (25%), and 112 white other than Hispanic (32%). The ages of the total group ranged from 17 to 72 (mean = 25 years). The English As A Second Language group's mean age was 31 years and the College Skills group's mean age was 21.

In summary, the students were an ethnically diverse group who clearly had educational skill deficits and financial need. Among this diverse group of students some characterist cs tended to cluster to produce a kind of typology of students. These "types" are represented in a series of case studies designed to portray the student group. (See Appendix A).

II. PROGRAM SITES

The Special Services Project served students enrolled in the College Skills Program and English As A Second Language Program located at the Main Campus in Suffern, New York and at the College's Local Learning Centers in Haverstraw and Spring Valley. Both the College Skills Program and the English As A Second Language Program held classes at the Local Learning Center in Spring Valley located in a former elementary school at 96 North Main Street. The English As A Second Language Program held classes at the Local Learning Center in Haverstraw. Day classes met in the Downtown Center (HUMM Building). Mid-year the day-time English As A Second Language Program moved to temporary quarters which provided additional space for instruction and counseling. The building which had housed the program originally was renovated during that time to better accomodate the clientele. The program eventually returned to the HUMM Building where improvements allowed for more and better utilized space, and much greater flexibility in providing services. The evening English As A Second Language Program was located in the Middle School where classes and counseling took place.

III. DESCRIPTION OF PROGRAM

A. Needs Assessment

The needs assessment system provided for identification of project participants and for collection of information to be used in further curriculum development and program changes in order to meet the needs of the project participants. Initial needs assessment allowed for placement into the College Skills Program modules and the English As A Second Language Program courses. A two-day process was designed for all College Skills Program students. On the first day students took the Nelson-Denny Reading Test Form A, the Rockland Community College English Placement Examination and the Rockland Community College Mathematics Placement Examination. Students were then assigned appointment times by the Assistant to the Project Director for the second day of Needs Assessment. Each day divided into morning and afternoon sessions (9-11:30 a.m. and 1:30 - 3 p.m.) to accomodate 18 students per session or a total of 36 students per day. On the second day each student had an individual conference with a College Skills instructor who presented the test results to the student and explained why the student had been placed in a particular Communication Skills and/or Mathematics Skills module. Some students were also given the Gates-MacGinitie Reading Test or the Rockland Community College Mathematics Test for additional placement information. The student then met with a master counselor/assessment specialist and counselor/tutor who discussed vocational objectives and options, the estimated number of semesters a student was likely to be in the College Skills Program and assisted the student in selecting courses and completing the registration process.

All students who enrolled in the English As A Second Language Program were given the English Language Institute Examination (in-house objective test) and writing sample. Program faculty placed students in the English As A Second Language Program courses and assisted them in the selection of other college courses and in the completion of the registration process.

Initial needs assessment for the College Skills Program was scheduled during the summer months as well as during college registration periods. Needs assessment for the English As A Second Language Program was scheduled during college registration periods only.

The Special Services Project was committed to serve those students from the College Skills Program and the English As A Second Language Program with the most severely deprived educational backgrounds or limited English-speaking ability. Therefore, project participants were selected during initial needs assessment on the basis of test scores on the Nelson-Denny Reading Test Form A or the English Language Institute Test. During the second year of the project (1981-1982) 344 students were assessed in the College Skills Program and 419 were assessed in the English As A Second Language Program. A total of 179 was chosen as Special Services Project participants from the College Skills Program and 176 were selected from the English As A Second Language Program.

Initial needs assessment was designed to identify the project participants and to assure proper placement in the College Skills Program and the English As A Second Language Program courses. However, secondary or on-going needs assessment was necessary to provide more extensive diagnosis and evaluation of students' skills and attitudes in order to maximize their success in college. Students in the College Skills Program were assigned to group counseling seminar sessions

conducted by master counselor/assessment specialists and students in the English As A Second Language Program sessions enrolled in group counseling sessions conducted in English or met for individual appointments with bilingual master counselor/assessment specialists and counselor/tutors to examine their special needs in more detail. Together the master counselor/assessment specialists and project participants from the College Skills Program drew up a Contract for Educational Services which included commitments by both the college and the student designed to help the student succeed in college. The contract, signed by the student and master counselor/assessment specialist, was filed with the Project Director. The contracts could be revised at any time by mututal agreement with the knowledge of the Project Director who was responsible for the college's part of the contract agreement. Periodic review of the progress toward the agreed-upon goals was the responsibility of the Project Director, but achievement of the goals accepted by the student was considered the student's responsibility. If students could not meet agreed upon goals the contract was revised so that the students and the master counselor/assessment specialist would always be in agreement about the nature and achievement of the goals. (See Appendix B).

Participants from the English As A Second Language Program with a severely limited knowledge of English were not required to complete the Contract for Educational Services but they did utilize other simplified data forms for discussing the responsibilities of college students and the services and opportunities provided by the college.

B. Development and Implementation of Curriculum for Skill Acquisition

An assessment and analysis of project participants' needs indicated that various curriculum changes in the College Skills Program and the English As A Second Language Program would be necessary if we were to successfully prepare students to enter the college mainstream. Therefore, a series of curriculum projects were completed which were designed to provide more effective instructional services. (See Appendix C). Building on the curriculum development and evaluation of the curriculum which had occurred in the College Skills Program during the first year of the second cycle of the Special Services Project (1980-1981), curriculum projects were designed to support the more integrated College Skills Program curriculum (See "Special Services Project Report - 1980-1981," p. 8). Special Services Project faculty continued to identify traditional and multi-media materials which could be used in the Communication Skills Reinforcement Module. The new materials, along with others available in the College Skills Laboratory, were also listed in a revised Taxonomy. (See Appendix D). A prescription form was also devised. (See Appendix E). This form was used by the master instructor on which to write students' assignments for Communication Skills Reinforcement which were then implemented by teaching assistants.

As a result of the evaluation of the mediated mastery instructional system in the College Learning Center, for the delivery of Mathematics Skills which had begun in 1980-81, (See "Special Services Project Report - 1980-1981," pp.18-19) changes also occurred in the Mathematics Skills instructional program in 1981-82. These alterations and an evaluation of the processes are described in detail on pages 18-22 of this report.

Other projects designed to integrate and reinforce the instruc-

tional and counseling components of the College Skills Program were continued from 1980-1981. (See Appendix C). A revised course syllabus was designed for "Understanding Human Behavior," "Coping Skills" and "Discovering the Community College."

Transitional courses for students in the College Skills Program were modified during the project year. The sociology course, "Contemporary America: Interdisciplinary Approach", especially was further refined and expanded.

Projects designed to integrate instruction and counseling for project participants in the English As A Second Language Program were also developed in 1981-1982. (See Appendix C). These projects are described in detail on pages 11 and 12 of this report.

Cultural activities were also held during the year to help students broaden their instructional experiences and to help them gain first hand knowledge regarding institutions and events about which they were reading and studying. Trips were made to the United Nations, to productions at the Spanish Repertory Theater and to the shows, "Death Trap" and "One Mo Time." Project staff accompanied the students on these trips and related various reading and writing tasks to the fieldtrips.

A unique feature of the Special Services Project was the Spring Festival. Students and staff organized a day of activities designed to allow students to demonstrate their individual talents to other project participants and to the Rockland Community College students, faculty and staff. The Spring Festival included a Gospel Choral group, a clarinet solo, a fashion show, disco dancing, photographic and craft displays and an array of ethnic foods. A cookbook listing recipes for the special foods at the Festival was prepared by students and staff and distributed at the Festival. (See Appendix F).

C. Development and Implementation of Counseling

During the 1981-1982 grant year counseling services were provided for project clientele enrolled in the College Skills Program and the English As A Second Language Program. The kinds of services provided and the format for delivery of those services were determined by assessing the needs of the students and the structural design of each of the two programs.

Students in the College Skills Program enrolled in the group counseling seminars, "Improving Coping Skills," "Occupational Awareness," and "Job Search" led by master counselor/assessment specialists and interns completing graduate degrees in counseling. The "Improving Coping Skills" curriculum was redesigned to focus on interpersonal communication skill-building. Students examined communication problems, learned and practiced communication skills and applied learnings to personal life situations. Revisions were also made in the curriculum for "Occupational Awareness" and "Math Attitudes," and preliminary plans were made to design a new course for College Skills Program students in "Group Dynamics."

The counseling staff taught the class, "Understanding Human Behavior" on a pilot basis. This non-credit psychology class was offered for first semester enrollees in the College Skills Program. It addressed a range of topics in psychology and utilized the textbook, Using Psychology by Morris K. Holland and Gerald Tarlow. The course provided students with the opportunity to apply study skills such as notetaking and test taking which were taught in the Communication Skills class in a simulated college classroom setting. Each Special Services Project participant met individually with the counseling/assessment staff to identify needs, to plan programs and to discuss broader educa-

tional goals and directions. Students also sought out or were referred to the counseling/assessment staff to deal with personal and/or academic issues when necessary. The master counselor/assessment specialists served as consultants to the instructional staff and students as well. They assisted in resolving in-class problems and other concerns which affected students' educational progress.

A Career Day was scheduled which afforded the students an opportunity to interview representatives from local industries and resource programs from a cross-section of occupational fields. (See Appendix G).

Counseling services for project clientele in the English As A Second Language Program were provided through group counseling seminars, in-class orientations and personal and referral counseling. Students in the upper-intermediate English As A Second Language Program classes enrolled in the course, "Coping Skills for International Students" which addressed the theme, "Life in America." In a redesigned curriculum, students: (a) focused on areas of life concern including education, health, banking, taxes, housing, etc.; (b) identified problems encountered in each area of concern, (c) worked on building skills and acquiring information to assist them in dealing with these problems, and (d) compared and contrasted life in the United States with their experiences in their country of birth.

Counselors also presented orientations to students enrolled in other English As A Second Language Program classes. These orientations were presented in Spanish and French as well as English and focused on an orientation to the educational system in the United States and specifically to the system at Rockland Community College. Educational and community resources were identified to address student needs

as well.

Additional referral counseling to deal with personal and/or academic issues was also provided to project clientele in French and Spanish and/or English.

IV. STAFF DEVELOPMENT

Developmental activities were conducted to help the project staff develop specific instructional and counseling strategies and curricula to meet the project objectives. A pre-service staff orientation workshop was conducted by the Project Director and Associate Director in August, 1981, and workshops were conducted by the Project Director Project Consultant (Dr. Janet R. Brown) in the Fall, 1981 and the Spring, 1982 for the professional staff. A major focus of the sessions with the Consultant was the competency assessment pilot project being instituted at the college and the implications of this system for the Special Services Project. Bi-weekly staff meetings were held throughout the academic year. In addition, the counselor-tutors/interns received training in weekly training sessions led by the Associate Director. Resource material for curriculum development in the English As A Second Language Program and the College Skills Program were also provided for the staff.

Project staff attended state meetings of the Association for Equality and Excellence in Education and the TRIO Regional Staff Workshop at John Jay College (New York City). The Project Director presented a paper, "Building Adaptable Basic Skills Models: Strategies for Surviving in the 80's" at the Fall Conference of the New York State Learning Skills Association and the Annual Conference of the National Association of Remedial Developmental Studies in Post Secondary Education. Project staff including the Director, Associate Director and Master Counselor also presented a training session on "Effective Management and Staff Development" at the Annual Conference of the Association for Equality and Excellence in Education. The Project Director parti-

cipated in the seminar on retention strategies for experienced Special Services for Disadvantaged Students Program project directors and their institutional administrators co-sponsored by Howard University and the Department of Education and the Associate Director participated in three additional workshops including: (1) Life Skills Facilitator Training at the Adkins Institute, (2) Psycho-Drama Institute, and (3) Workshop on Anorexia Nervosa.

Project staff for 1981-1982 included the following persons:

Director	Margaret Martin
Associate Director	Bonnie Chwast
Master Counselor	MaryAnn Kezmarsky
	Erik Latoni (September '81 - January '82)
	Andrea Bythewood
	Eileen Thornton (part-time)
Assistant Assessment Specialist/Records Manager	Mary Freeman
Assistant to the Project Director	Patricia Diamond
Instructors	David Nadvorney
	Lora Kahn
Counselor/Tutors	Nancy Applebee
	Joyce Berkowitz
	Carol Carey
	Jeffrey Peters

V. SUMMATIVE EVALUATION

Students' performance in reading, mathematics and language during the 1981-1982 academic year will be described in this section.

Reading - Special Services Project

During the fall and spring semesters, students' achievement in College Skills sections was assessed using the Nelson-Denny Reading Test, Form A. Pre and posttest mean scores were calculated and correlated to tests computed to determine the statistical significance of differences noted. Mean scores for the total group of Special Services Project students in College Skills classes is presented in Table 1. These gains are somewhat greater than those typically reported for students with pretest scores at about eighth grade level. In general, over the project's three previous years, students at this level made average gains of about one year in one semester, and gains of about two years in grade equivalent scores in two semesters.

Table 1

Mean Nelson-Denny Reading Scores and Grade Equivalents
Pre and Post One Semester in College Skills

Semester	N	Pretest Mean	S.D.	Posttest Mean	S.D.	t	p
Fall	105	33.92 (8.3)*	8.92	48.29 (9.9)*	13.02	11.68	.001
Spring	70	37.16 (9.2)*	8.48	49.36 (10.0)*	13.30	7.48	.001

*Grade equivalent in parentheses

It is interesting to note that the variability in the groups' achievement increased in each semester and indicated by the increased standard deviation (SD) and by increases in the range of scores from 15 to 49 and 17 to 48 on the pretest to 23 to 101 and 17 to 92 on the posttest. This suggests that the program was extremely effective with many students, while having a limited impact on some others. A follow-up of the cases marked by these extremes might be fruitful to identify the variables or characteristics that seem to be associated with these two patterns.

Scores of students in the reading for a year were analyzed and are reported in Table 2. It's clear that students' performance by the end of two semesters had reached a level that would be considerably less handicapping in their college study. The gains were similar to those reported in previous years.

Table 2

Mean Nelson-Denny Reading Scores and Grade Equivalents Pre and Post Two Semesters in College Skills

Year	N	Pretest Mean	S.D.	Posttest Mean	S. D.	t	p
Spring & Fall, 1981	15	32.67 (8.1)*	7.12	48.40 (9.9)*	12.65	5.48	.001
Fall,1981 Spring, 1982	27	36.48 (8.5)*	11.61	48.33 (9.9)*	17.15	3.35	.001

*Grade equivalent in parentheses

English - English As A Second Language Program - Special Services Project

The English As A Second Language Program served the needs of the Special Services Project students who had not yet mastered English. Students' performance on the English Language Institute Test served as the instrument for identifying students for this program. Pre to post-test differences on that served as an indicator of students' progress. Table 3 contains the mean scores, pre and post semester, for the fall and spring semesters.

Table 3

Pre and Post Semester Mean ELIT Scores of Special Services Students in ESL Classes, 1981-1982

		Pretest		Posttest			
Semester	N	Mean	S.D.	Mean	S.D.	t	p
Fall,1981	133	23.33	11.09	31.51	9.95	11.49	.001
Spring, 1982	122	24.05	10.58	30.69	10.71	9.08	.001

Students' progress is evident in both semesters. The scores and the degree of gain in each semester compare favorably with gains reported in the project's first three years and are slightly higher than scores reported for those years. The average pretest scores in the three previous years were: 23.21, 22.14 and 21.48, while the posttest average scores were: 29.38, 29.63 and 28.52. Each of those gains was statistically significant. Students in the current year began at a slightly higher level of tested skill and made gains similar to the gains typical of past students.

Mathematics - College Skills Program

During the 1981-82 academic year the mathematics curriculum that had been selected, used and revised in the previous year was used. The major changes in the year were in the way in which the College's Media Learning Center's Mediated Mastery Instructional System was managed.

The emphasis on individual diagnosis and prescription that had characterized the System's operation in 1980-81 was maintained. Students typically took placement tests in the summer, which were scored and sent to the Director. Under his supervision, prescriptions were prepared and held for the students in the Center. After students had participated in the orientation session in which they learned how to use the equipment and materials, they were given their individual prescriptions which identified the content on which they would need to work. Students then would proceed to work on successive modules, taking mastery tests as they completed the various instructional activities.

The major change that took place was designed to provide students with a structure that would encourage their regular attendance and work in the Center. During the spring semester, students were assigned into the Center in class groups and had a particular instructor to whom they reported. After the instructor had noted the attendance, individual students would proceed to work at the machines using film strips, cassettes, etc. On occasion, the instructor would organize a small instructional group to work on a particular area that had been identified as one that several students needed to study.

In general, the responses of the students to this organization have been highly positive. They like the fact that they have a

specific instructor to whom they can turn who knows them. From the staff's point of view, they have a far better sense of how students are progressing because they have come to know individuals and to identify their needs and problem areas and styles of relating. They have found that they could be more effective in working with students because of this knowledge of individuals.

During the fall semester, when the grading options were P (Pass), IP (In Progress) or W (Withdrawal), 168 students in College Skills were served by the System. Nineteen percent (32) passed at the end of the semester, 2% (3) withdrew, and 79% (133) received an IP. Among those receiving IP, 16 students (10%) had completed 80% or more of their prescription.

In the spring semester, the grading system was changed significantly. Students could earn an IP if they had been working successfully and had eight or fewer absences. Those students who had excessive absences were warned that they would fail the Math 065 course for which they were registered. Students' progress was very carefully monitored and students were encouraged to persist and to complete their work. Of the 158 students served, 43% (68) passed the course, 15% (24) earned IP's, 2% (3) withdrew and 40% (24) failed. The success rate is substantially better than that for the fall semester which suggests that the innovations in management were helpful to the students. The failure rate suggests that there is still a good deal of need for improvement in the System's operation.

Mathematics - College Skills Program-New and Continuing Students

The grades of students in the Mediated Mastery Instructional System have been examined by distinguishing between two groups of students, those who were enrolled for the first time and those who were continuing during the spring semester,1982. Some differences were found in the success rates of these two groups of students.

Grade	First Time Students		Continuing Students	
	N	%	N	%
P	59	45	11	35
IP	18	14	4	14
F	47	36	11	35
Other (withdrew, etc.)	6	5	5	16

In considering the success rates of the first time students it seemed wise to examine the pretest levels of students to see if a relationship existed between initial skill level and success in the System (Math 065).

The course grades of students who had pretest scores of 5 or more were tallied, and results indicate a high level of course success for these 43 students.

Grade	N	%
P	30	69
IP	3	7
F	8	19
Other	2	5

Some of the success of the first time students, therefore, appears directly attributable to the fact that approximately half of the students who passed the course the first time began their work in the Center

having already demonstrated proficiency on approximately 25% of the competencies with which the course deals.

Mathematics - Special Services Project

When the Special Services Program students' results are examined, a picture that is similar to that of the achievement of the total group of College Skills students is found. During the fall, when 65 Special Services Project students were in the Center, 14% (9) passed the course and 86% (56) received IP's. Among those with IP's, 8 students had reached mastery of 80% or more of their prescriptions. During the spring semester, when 55 students were served by the System, 38% (21) passed the course, while 15% (8) received IP's, 5% (3) withdrew and 42% (23) failed. The comments that apply to the System as a whole seem also to apply in the instance of the Special Services Project's students.

In comparison with the success rates by the System during the 1980-81 academic year, spring,1982 semester was higher. In the fall semester, 1980, 27% of the students passed the course, while in the spring,1981, 33% passed. While the fall semester of 1981 reflects a low point, the spring semester is a highpoint in promoting students' success in demonstrating math competencies. The initial skill levels of students in these various semesters doesn't seem to differ systematically so the point at which they began their work doesn't seem to explain the differential outcomes. It seems more likely that the differences noted in the System's organization and management explain the differences noted in achievement.

In summary, the Math System's strengths lie in its committed staff, highly individualized approach, its equipment and materials and its

basic rationale. In addition, it serves students other than College Skills students and doesn't have a stigma attached to it that might be associated with a service for remedial programs only.

The results of the spring semester bring into sharp forcus the problem of student motivation and attendance. Those students who didn't pass or got IP's were those with excessive absences - 40% of the group taken as a whole and 42% of the Special Services population. The commitment to students who were persistent in their work and attendance, essentially a means for making work and persistence pay off for the students, was an interesting strategy which may have had impact on some of the students. Some students, probably for a wide variety of reasons, weren't able to respond to that supportive offer. For them there is need for further structure and supportive measures. Perhaps additional close ties with the program's counseling efforts would be useful. Some coordination of information about students' progress in math with that in other areas may be useful.

The criterion of 100% mastery that has been set has many worthy aspects. It may, however, reflect a level of performance that is unrealistically high when one considers the nature of the assessment devices that are available to measure competence. Since there aren't multiple samples of a student's achievement on any given objective, the measures may have limited reliability. It's possible that a student could answer one problem wrong and need to repeat a whole section of material. It seems reasonable that the assessment tests be reviewed with an eye to increasing their reliability by increasing the number of items that tap any given objective.

APPENDICES

Special Services Project Report
Rockland Community College
1981-1982

Appendix A - Case Studies

SELECTION OF CASE STUDIES:

Students were selected for interviews through a process of reviewing the Special Services Project files in order to determine whether the student -

1) was a Special Services Project participant during the academic year, 1981-82,

2) received instruction on main campus or at a local learning center, and

3) either successfully completed or dropped out of the program.

Although no attempt was made to achieve a random sample, we feel the case studies are representative of students who are currently enrolled in the program and who the Special Services Project has traditionally served on the main campus and in its local learning centers. The sample was purposeful in that we chose two students from the main campus, two students from the English As A Second Language Program in Haverstraw and one student from the English As A Second Language Program in Spring Valley.

THE INTERVIEW PROCESS:

Interviews were conducted in an informal, open-ended manner. Students were asked general and specific questions about their backgrounds, family structure, reasons for attending Rockland Community College, expectations of college education career goals, sources of emotional and financial support, and satisfactions and/or dissatisfactions with their college experience. (See attached interview schedule). Students were encouraged to talk freely while Elaine Padilla or Terry Hannigan took notes on their responses and comments. In the interviews conducted by Terry Hannigan, a tape recorder was used since the interviewer felt more comfortable with this method.

Informal, Open-Ended Interview Schedule

I. General Information

- A. age
- B. sex
- C. country of origin; ethnic background
- D. marital status
- E. educational background
- F. health status
- G. family structure; living arrangements

II. Reasons for Attending Rockland Community College.

III. Expectations of a college education

IV. Career Goals

- A. clarity
- B. reality

V. Sources of Support

- A. financial
- B. emotional
- C. institutional
- D. barriers to attending college

VI. Satisfactions/Dissatisfactions with college (RCC) experience

VII. Feelings about being part of a Special Services Project

GENERAL COMMENTS:

Previous case study appendices have indicated "recurring themes" among students in the Special Services Project and have included such facts as:

1) Most students initially experienced frustration and anger at being placed in the College Skills Program where they would receive no academic credit for their work.

   This was not true in the series of case studies for 1981-82. All five subjects knew that they "needed help" in Communication Skills when they applied to Rockland Community College and were pleased at being able to get basic skills instruction.

2) Students were impressed with how the College Skills staff was concerned about their academic performance and worked hard to help the students meet their objectives.

   This has again been noted by English As A Second Language students at our local learning centers as well as students receiving instruction on Main Campus.

3) Despite serious financial and, in some instances, social problems, students in the Special Services Project appeared to be highly motivated and eager to move into mainstream courses.

   This was true for the 1981-82 sample, as well, with the exception of students at the Haverstraw Center, who indicated that their primary goal was to learn English.

4) None of the students interviewed was aware of the fact that he/she was part of the Special Services Project. This is not surprising since it has been the policy of the College Skills and English As A Second Language Programs not to separate out Special Services Project students for differential academic and/or counseling treatment.

The most interesting outcome of this process was a verification of differences among students at our local learning centers. When the interviews were completed and the interviewers exchanged notes, it became evident that, although, the sample was extremely small, the only thing all students had in common was that they needed basic skills remediation and there the similarity ended. Special Services Project students on Main

Campus appeared to be distinctly different from those in Haverstraw who were, themselves, different from the group in Spring Valley. This verified continuing impressions reported by counselors and instructors in the program.

An obvious difference among respondents in this study was reflected by the purposeful selection of our sample. Students on Main Campus were part of the Special Services Project but were English-fluent and placed in the College Skills Program where as students in Haverstraw and Spring Valley were non-English-dominant and were enrolled in the English As A Second Language Program. Interesting differences between the two English As A Second Language groups emerged as follows:

1) Educational Goals:

Students on Main Campus and in Spring Valley indicated that they were anxious to get out of ther respective remedial programs and move into mainstream courses. Some indicated that they would like to get high school equivalency diplomas. Haverstraw students, however, defined their educational goals almost exclusively in terms of wanting to learn English. In general, when entering the college, they appeared to be ignorant of the fact that a high school equivalency diploma could be awarded after accumulating 24 college credits or by taking a test. Although the topic is covered in the course, "Life in America," a very small percentage of students actually take the G.E.D. test.

The students in Spring Valley have clear plans about pursuing degrees or certificates in Nursing, Electrical Technology, Automotive Technology and Business. Few students in Haverstraw, however, see themselves becoming mainstream students or completing certificate/degree programs. They have limited ideas about appropriate career options or programs offered at Rockland Community College.

2) General Attitude Regarding Placement in a Remedial/Developmental Program:

Although the current sample did not express resentment at being placed in a remedial program, this has been noted by previous respondents. In Haverstraw, frustration and anger at being placed in an English As A Second Language program does not appear to be the trend. This fits with the students' rationale for attending the center--to learn English.

It should be noted, however, that there is a feeling among Spring Valley students (primarily Haitian) that Rockland Community College tries to make more money by keeping them in English As A Second Language courses longer than they need to be.

3) The requirement of stating that one is pursuing a degree in order to be awarded financial aid:

Students on Main Campus are well aware of the link between indicating intent to pursue an academic degree and receiving financial aid. Students in Haverstraw and Spring Valley were generally ignorant of this fact, although they learned quickly.

4) Perceptions of "The Main Campus":

Students in Spring Valley view their attendance at that Center as a "stepping stone" to transferring to the Main Campus and are anxious to do so as quickly as possible. Haverstraw students, on the other hand, tend to view Main Campus as a "vast, uncharted area" and they are afraid of being "isolated" there. The interviewers feel that, in part, these perceptions are shaped by the differences in accessibility to the Main Campus experienced by both student groups. Haverstraw residents find it difficult to get to the Main Campus due to lack of bus routes and

the fact that very few students have cars. It is much easier to get from Spring Valley to the Main Campus via public transportation and, even if this were not the case, most of the students have their own cars or can carpool easily.

5). Educational Preparation:

In general English As A Second Language students in Spring Valley have had more years of schooling and appear to have stronger academic preparation than their counterparts in Haverstraw.

The case studies that follow are representative of the population served by the Special Services Project on the Main Campus of Rockland Community College and two of its local learning centers, Haverstraw and Spring Valley.

Case # 1 is a 44 year old Female, in good health, of German/French lineage, who was born in Brooklyn. Carol was married and divorced twice and has two children from her first marriage. Her 24 year old son has moved away from home and she is currently living with her 21 year old son.

Carol dropped out of high school in Brooklyn when she was sixteen years old. She moved up to Rockland County with her first husband because his mother lived here.

Carol's primary source of income comes from her job as a waitress. Although the money is "good", Carol feels that the work is "not meaningful, not secure and has no real future." She decided to go to college to get an education and, hopefully, get a better job. When she thought about coming to Rockland Community College, Carol was frightened because she felt she was "illiterate." Carol "tossed the idea (of going to college) back and forth because (she) felt so inadequate." She knew that she couldn't just "hop into courses" and expected to get "help" before attempting a regular college curriculum because she had been out of school for so many years. "I really didn't like the idea of being in College Skills but I knew I needed it and had to take it."

Carol made the decision to attend Rockland Community College because she wanted a better future. She felt that going to college would help her to get a better job and give her the opportunity to meet the "right" people....."I want to be with people who are educated."

When she first came to the college, Carol thought she wanted to study nursing. However, she took a few Nursing courses and found them to be too difficult. She changed to a Human Services curriculum and loves it because "it is easier and it is in tune with (her) feelings about helping people. "She would ultimately like to work with teenagers and drug problems." To date, she is having no problem with coursework or reading and writing.

Carol receives financial assistance from the college in the form of TAP and BOEG. She also works full time as a waitress. Most of Carol's emotional support comes from her boyfriend, whom she calls a "good friend." Her mother deserted the family when Carol was just a "little girl," so she cannot serve as a source of emotional support. Carol occasionally speaks to her father who lives on Long Island, but claims he gives only a little emotional support to her.

Carol found that the teachers in the College Skills Program were very helpful to her, both "emotionally" and "academically." Also, she met other students in the program with whom she was able to relate, and became "close" with them. Carol found that, while she was in the program, she really didn't need too much help from the counselors but "it was good to know that they were there."

One of the serious difficulties that Carol has to overcome in order to complete her education is financial hardship, but this interviewer feels that Carol will "juggle" whatever she can to make ends meet. She is highly motivated. Right now, Carol works as a waitress from 7:00 a. m. to 3:00 p.m. and attends classes four nights per week. She prefers to go to school in the evening because she is able to interact with "adult" students.

In describing some of her frustrations with being in the College Skills Program, Carol noted that the students were "half (her) age" and "some had bad attitudes about being in school." Even as part of the College Skills Program, Carol notes that she initially felt very uncomfortable because she knew she was "illiterate and ignorant. As time passed, (she) felt more at ease." Although she was hoping to "get out" of the program in one semester, Carol "had to stay in Skills for two semesters."

Carol feels that the College Skills Program was very helpful to her and improved her life significantly. "The teachers made me feel comfortable about asking questions or asking for additional help. I have finally learned how to read and write properly and I have a much better social life. I feel much better about myself and even though I know I'm not brilliant, at least I'm not ignorant anymore. My friends and my son look up to me and my son is proud of me. I feel so good about myself."

Carol had no knowledge of being included in the Special Services Project.

Case #2 is a 19 year old single, Jewish male, in good health, who was born in Brooklyn and has been living in Rockland County for 13 years. His parents were legally separated before his father died (within the past year). Andrew currently lives at home with his mother and a 22 year old brother.

Although he was graduated from Clarkstown South High school, Andrew's grades were "not that great." He planned to come to Rockland Community College for 2 years, improve his grades and skills and maybe go on to a 4 year college, although he had no particular college in mind. His purpose in coming to Rockland Community College was "to learn and improve myself in weak areas like English and math."

Andrew has no specific career goals. He would like "to do something in business", his own business, "maybe a shoe store like my father." He is currently taking a business course to "see how (he) does."

Andrew is fortunate in that he has several "support systems" working with him. He gets financial aid from school and his mother receives social security benefits. She does not have to work because his father's insurance policies "take care of them." (They are currently in litigation because his father was living with a woman when he died and she is suing for half of his estate).

Andrew gets a great deal of encouragement from his family. His paternal grandmother keeps urging him to "go to school to learn" as does his brother, a former Rockland Community College student who is currently attending Ramapo College. Andrew's mother feels he should be doing school work every night. With all of this, however, Andrew maintains, "I am my own emotional support."

Andrew doesn't feel that there are any real barriers to his continued success. "My father left us well off and I don't really have to work, but I work part-time at Kaufman Carpet at night for extra money." Finances do not seem to be a problem and Andrew has easy access to school. He also has the time to spend on academic work.

Andrew found the College Skills Program to be extremely helpful. "The teachers kept working with me and told me I would pass. They spent a lot of time making sure I would succeed. We did a lot of individual work and I got a lot of attention. I do better working individually or in small groups. The College Skills Program was wonderful because it helped me in weak areas. I passed out of College Skills and Math Skills. My English teacher (EN 101 EGR) tells me that my essays are good. . . better than other people in the class."

Andrew expressed some dissatisfaction with the "long hours (he) needed to spend in class." He said he would prefer a three-day program with less hours in class. Another problem for him was sharing class time

with students "who weren't there to learn." Other than these minor issues, Andrew felt that the College Skills Program got him "on the right road."

He was not aware of being part of the Special Services Project.

Case # 3 is a 31 year old woman who attended the Haverstraw Learning Center during 1981-82. Maria is a native of the Dominican Republic and has been living in the U.S.A. for five years.

Maria appeared to be slightly apprehensive about being interviewed. Upon explaining the reason for the interview she seemed more comfortable. She voiced concern about the interview being taped because she might have to speak in Spanish if she "forgot the English words."

This student has been married for fifteen years and is the mother of five children, ranging in age from three to fourteen years. Her husband arrived here from the Dominican Republic in November, 1980. The four oldest children had been living with their grandmother in the Dominican Republic but last year they arrived in the U.S.A and the whole family has been living together since then.

Her husband is not steadily employed but he does work as a mechanic when he can find work.

When Maria was questioned about her motivation for attending Rockland Community College, she stated unhesitatingly that she needed to improve her English. She also mentioned that she planned on receiving her High School Equivalency Diploma and an Associate Degree from Rockland Community College.

Maria has a talent for mathematics and hopes to major in Business or Data Processing. She has done well in the Business Math course offered at the Haverstraw Local Learning Center. When the issue of career goals was pursued, she voiced an interest in Business Administration and Management. She didn't know of any specific job titles or salaries for careers in Business which might interest her. She seemed confident that there would be work in Business upon graduating from Rockland Community College. Her preference was to work for a large firm in Rockland County or perhaps in New York City but she would not want to relocate to New York City.

When questioned about what she imagined she would be doing in ten years she seemed surprised by speculation about such a distant time in the future. Maria jokingly commented that she might be dead, but then she reiterated her desire to be working for a large company.

Her most serious obstacles to study originated in her family. Her husband is disdainful of her academic interests and does not want her out of the house, least of all to attend classes. Resistance to her education was further heightened when she took evening classes. When she began her studies, he would hide her books but Maria continued attending classes. Another conflict erupted when he refused to drive her to the G. E. D. testing center for her High School Equivalency Test. Since that incident, Maria has secretly been learning how to drive. Her brother has given her driving lessons and presently Maria is awaiting the road test results. Her husband has found out about the driving lessons but it remains a taboo topic for discussion between them. In summary, Maria's major obstacles to further education are her husband's negative attitude and lack of transportation.

Her children, on the other hand, are a source of support for her academic endeavors. They are proud of their mother being a college student. Maria beams with pride when she talks about how she has learned enough in English As A Second Language classes to help her children with their homework.

In regard to finances, her husband's work is the main source of income for their family. Because he doesn't have regular work, the family has depended on public assistance. Maria's college expenses have been completely paid by financial aid.

Beside the emotional support mentioned earlier, Maria feels she is encouraged to study by her father and four sisters. She also cited some of the English As A Second Language teachers as being supportive, particularly when she has felt depressed.

She praised the English As A Second Language teachers for their excellent explanations of course material. She also mentioned how important the babysitting service at the Haverstraw Learning Center was for her. However, she felt unhappy about the pressure to get good grades in order to continue receiving financial aid.

Maria was aware of counseling services and trips for English As A Second Language students but she had not heard any reference to the Special Services Project prior to our interview.

Case # 4 is a 36 year old Puerto Rican woman who has been living in the U.S.A. since 1978. Juana had lived in this country from 1965 to 1970 before returning to live in Puerto Rico for eight years and then ultimately settled in Haverstraw. She is single, living with her six children: four girls and two boys. Her oldest child, Maria, is 18 and her youngest child is Yaniar, 5 years old. This student has a sister who lives in Haverstraw. Another brother lives in Virginia and is enlisted in the U. S. Army. Juana talks proudly of him and her other brother who is a teacher in Indiana. Her father and two more brothers live in Puerto Rico.

As a child, Juana completed 10 years of schooling in her native country. She acquired her High School Equivalency Diploma in 1981 and has completed four semesters at Rockland Community College in the English As A Second Language program at the Haverstraw Local Learning Center. She attended Rockland Community College during the 1981-82 academic year. Juana reports that she is reasonably healthy.

Her motivation for attending Rockland Community College was to improve her English and receive a degree so that she could be able to work. She stated that Nursing is her preferred area of study. Becoming a nurse would help Juana fulfill her goal of helping people and her family when they are ill.

She characterized the English As A Second Language program as being difficult enough to make her work but not being overwhelming. Most of the obstacles to her education are related to family responsibilities. She has to miss classes and care for her children when they are sick. Juana commented that with six children it's not uncommon to miss some school days each semester. This student does not feel she can attend main campus programs because of her childrens' needs.

Since Juana does not work, she depends on Social Services to support her family. She has her college expenses fully covered by financial aid.

When we talked about the Nursing profession, Juana felt that she would have no difficulty finding employment once she graduated as a nurse. She did voice concern about her English language and how it may keep her from understanding the more difficult nursing curriculum. Much of Juana's interest in nursing seems to have grown out of her experience of caring for her grandfather in Puerto Rico before his death. She had to learn how to give insulin injections and medications to him. Juana was aware that the Nursing program at Rockland Community College involves 2 years of study for full time students. She made use of the interview to ask further questions about licensing and types of nursing degrees. Juana's daughter Maria also hopes to enter the Nursing profession. Juana uses her example to urge her children to achieve academically. Cynthia, the 9 year old, is probably the most proud of her mother's academic efforts and Elizabeth, 14, is the most responsible in her school work. Once the children have received their education, Juana envisions finally settling in Puerto Rico because it is a nicer environment to live in and because it will be easier to find work there with a U. S. education.

Juana feels that she has the support of friends to continue with her schooling. She stated that she attends Rockland Community College not to receive a financial aid check but to improve herself.

She cited Carol Blanco, Cora Bodkin (English As A Second Language instructors) and Julia Kolovchevich as key people in the institution who have encoruaged her in her studies.

When asked about what things limited her in reaching academic goals, she mentioned her limited English skills and optimistically stated that there are no obstacles for people who are motivated. She responded that she felt she had learned a great deal in the program and now had more confidence in speaking English. She was critical of students who were in the English As A Second Language program to make money rather than to learn. She felt there should be more rigid entrance requirements as well as progress requirements. She also felt that there was a need for more bilingual employees at the Haverstraw Learning Center.

Juana had not heard any previous reference to the Special Services Project.

Case # 5 is a 27 year old black Haitian, named Michael, who was attending Rockland Community College during the 1981-82 academic year. He has been residing in Spring Valley since 1979. He lives by himself and rents a one bedroom apartment. Michael is separated and has no children.

When asked about his motives for studying in the English As A Second Language program he commented that he needed to improve his English. Michael was emphatic that, "If you can't speak English, you can't do anything." After completing this fourth semester of studies in the English As A Second Language program, he hopes to take the advanced English As A Second Language level and also Sociology and Speech courses during the Spring Semester. Michael was very interested in asking questions about different types of degrees from American colleges. He seemed enthusiastic about eventually doing graduate work and asked about the amount of time needed to complete a doctoral program. He seemed concerned about the large investment in time and energy for such a degree.

Michael seems to be quite independent from his family. He has cousins in Montreal and a sister in Washington, D. C. Another sister lives in Haiti and Michael hopes she will come to the U.S.A. to study at Rockland Community College. Michael has lived in Montreal and even in Paris for six months but he stated that he is most happy in the U.S.A. He left Haiti in 1977 after having completed his Bachiller I, a certificate granted after the thirteenth year of Education.

We discussed careers and Michael talked about his desire to major in Engineering at Rockland Community College. However, after further exploration of career goals, Michael stated that he was interested in becoming an architect. He hopes to eventually design office and apartment buildings.

At present, Michael supports himself by working in a restaurant part-time. He is looking for a better job because it is hard to support himself on this part-time job. He seemed frustrated by the many refusals he has heard when he's gone looking for work and he feels he doesn't get jobs he applies for because he still speaks English with an accent.

Occasionally his parents send him money to help him meet expenses. With the support of his parents and his job he is able to pay his bills.

Michael stated that he has a best friend with whom he can share his problems. He said that a number of his classmates at the Spring Valley Local Learning Center make up his network for emotional support. He also cited his sister in Washington, D.C. as being proud of his college studies. Institutionally, Michael felt that the English As A Second Language counselor at Spring Valley was the most likely person he would approach if he needed information or assistance.

For him the largest barriers to achieving his educational goals are having a well-paying job which would lessen his worries about paying his bills, and the difficulty of having to walk to school each evening.

Michael enjoys the English As A Second Language program and he feels that the teachers do a good job in class. He expressed no dissatisfactions with the program and commented that he had never heard of the Special Services Project prior to this interview.

Appendix B

_____
Semester

ROCKLAND COMMUNITY COLLEGE

SUFFERN, NEW YORK

10901

CONTRACT FOR EDUCATIONAL SERVICES

This agreement is between Rockland Community College, Suffern, New York

and _____ _____
Name Address

BASIC PREMISES:

1. Rockland Community College is an educational institution and desires to provide counseling and developmental instruction in reading, writing, study skills and mathematics.

2. _____ wishes to improve his/her skills in reading, writing, study skills and mathematics so as to achieve a clearer understanding of his/her level of academic skill and to prepare for college course work.

3. _____ would like to take advantage of whatever financial aid is available to him/her.

BEST COPY AVAILABLE

_____
Date

Now therefore it is mutually agreed by the parties as follows:

1. ATTENDANCE: The student will diligently prepare all assignments, will arrive on or before the beginning of each class, will attend the entire class period and participate in class activities while they are in session.

2. FIELD TRIPS: The student will attend all field trips unless previously arranged with counselor.

3. JOBS: Rockland Community College may provide a job on campus starting at $3.45 per hour for up to 16 hours a week while class is in session.

   If Rockland Community College provides a job, the student agrees to arrive at designated place and time and diligently perform the services required. To the extent possible Rockland Community College will assign work in the student's selected field of interest.

4. FINANCIAL AID: Rockland Community College administers various types of financial assistance. Students may contact the Financial Aid Office to determine eligibility for these grants.

5. ROCKLAND COMMUNITY COLLEGE: will provide qualified instructional and counseling personnel, and necessary facilities for scheduled classroom work.

6. ACADEMIC CONTENT AREAS: The student and instructor will identify objectives and write contracts for each course in the College Skills Program and for each Life Skills Seminar. These contracts must be completed satisfactorily.

_____
(For Rockland Community College)

_____
(Student Signature)

BEST COPY AVAILABLE

Appendix C

SPECIAL SERVICES PROJECT - CURRICULUM PROJECTS

Project to Analyze Needs and Expectations of Special Services Project Clientele and to Develop Content in the Social Sciences to Meet the Needs.

Project to Define Objectives and Diagnostic Procedures and to Develop Packets of Materials for Communication Skills Reinforcement Modules for Special Services Project Clientele.

Project to Design Curriculum in Discovering the Community College for Special Services Project Clientele.

Project to Design Curriculum in Group Dynamics for Special Services Project Clientele.

Project to Design Curriculum in Occupational Awareness for Special Services Project Clientele.

Project to Design Integrated Curriculum in Understanding Human Behavior and Coping Skills for Special Services Project Clientele.

Project to Develop, Modify and Conduct Needs Assessment Processes for Special Services Project Students in the College Skills Program VI.

Project to Develop a Taxonomy of Reading, Writing and Study Skills Materials for Special Services Project Clientele.

Project to Integrate Content from Social Sciences and Study Strategies for Special Services Project Clientele.

Project to Revise Curriculum in Math Attitudes for Special Services Project Clientele.

Appendix D

Taxonomy of Reinforcement

Materials

Area Covered:

1. Words - context, structural analysis, dictionary & spelling

2. Grammar - capitalization, end punctuation, homonyms, morographs, double negatives, contractions, possessives, fragments, run-ons, comma splices, sub and coordination, subject-verbs agreement, parts of speech, sentence combining, commas, pronouns

Taxonomy of Reinforcement Materials (6/16/82)

011

WORDS

Context

World of Vocabulary - Bk 1
On the Way - 2
Full Speed Ahead - 3
Hip Reader - 2

} A HANDFUL OF COPIES OF EACH

Structural Analysis

Dictionary

Dr. Spello (several copies)
Spellbound (many copies)
Troubleshooting - Ch. 15 pgs. 200-213

GRAMMAR

capitalization

Δ Basic Skills in Grammar - pp. 119 - 121

subject-verb agreement

O Mini-Grammar Series - book 7

pronouns

O Mini-Grammar Series - Book 8

Spelling

(to be used selectively) Relevance of Words - workbook & tapes

Taxonomy of Reinforcement Materials (6/16/82)

012

WORDS

context

o Reading Tactics A - ch. 1 pgs 9 - 25
World of Vocabulary - Bk 2 (a handful)

structural analysis

o Reading Tactics A - ch. 2 pgs 27-57
Δ Troubleshooter - Bk 3 pgs 17-46

dictionary

o Reading Tactics A pgs. 61-77
Δ Troubleshooter - Bk. 5 pgs. 1-18

GRAMMAR

capitalization

o Grassroots - pgs. 202-204
Δ Troubleshooter - Bk. 6 pgs. 1-10
Bk. 7 pgs. 1-10

homonyms and homographs

o Comp - Lab Exercises - pgs. 14-20

double negative

* Copy/Write - pgs. 129-131

fragments

o Comp - Lab Exercises - pgs. 132-133; 139-141; 284-285; 287-290

* Foundations - pgs. 182-192

run-ons

o Comp - Lab Exercises - pgs. 276-283

Sub and co-ordination

o Comp - Lab Exercises - pgs. 145-149

subject-verb agreement

* Copy/Write - pgs. 101-104
o Comp - Lab Exercises - pgs. 49 - 109

parts of speech

- Basic Skills in Grammar - Bk. 1 pgs. 2-22
- Foundations - pgs. 30-50
- Comp-Lab Exercises - pgs. 33-48

sentence combining

- Foundations - pgs. 156-173

Commas

- Foundations - pgs. 194-207
- Troubleshooter Bk. 6 pgs. 17 - 24
- Troubleshooter Bk. 7 pgs. 11 - 24

pronouns

- Copy/Write - pgs. 110 - 121
- Foundations - pgs. 21-28; 356-366

013

Words

1. Reading Tactics - B - chp. 1 pgs. 9 - 23
2. Reading Tactics - C - chp. 1 pgs 9 - 24
3. World of Vocabulary - Bks. III & IV
4. Opportunity for Skillful Reading - chp. 4 - pgs. 63 - 77

Structural Analysis

1. Reading Tactics - B - pgs. 25 - 53
2. C - pgs. 27 - 54
3. Reading & Study Skills - pgs 121 - 138

Dictionary

1. Reading Tactics - B - pgs. 57 - 78
2. Reading Tactics - C - pgs. 57 - 78
3. Correct Writing - A - pgs. 315 - 332, 361 - 382
4. Reading & Study Skills - pgs. 138 - 146

Spelling

1. The Least You Should Know About English - pgs. 7 - 23
2. Reading & Study Skills - pgs. 153 - 162

Grammar - Capitalization

1. Writing Clinic - pgs. 192 - 194
2. Correct Writing - A - pgs. 293 - 294

End Punctuation

1. Δ Writing Clinic - pgs. 127 - 130

Homonyms and Homographs

1. O Grassroots - B - pgs. 205 - 212

Contractions

1. Δ The Least You Should Know About English - pgs. 25 - 29

Possessives

1. Δ The Least You Should Know About English - pgs. 30 - 35

Fragments

1. O Grassroots - pgs. 21 - 27
2. O Correct Writing - A - pgs. 43 - 53

Run-Ons

1. O Correct Writing - A - pgs. 95 - 98

Sub & Coordination

1. O Grassroots - 111-115, 117-121
2. * Steps in Composition - 110 - 114

Comma Splice

1. O Grassroots -
2. O Correct Writing - 95 - 98

Subject-Verb Agreement

1. O Grassroots - 34-58
2. * Alpha II - pgs. 184-197

Parts of Speech - (See 011 Materials)

Sentence Combining - (See 012 Materials)

Commas

1. * Foundations - 194-207
2. O Grassroots - 188-194
3. * Steps in Composition - 281-293

Pronouns

1.* Alpha II 198-207

014

Words

1. o Reading Tactics - D pgs. 9-22
2. o Reading Tactics - E pgs. 55-70

Structural Analysis

1. o Reading Tactics - D - pgs. 25-52
2. o Reading Tactics - E - pgs. 27-51

Dictionary

1. o Developing Reading Versatility - Unit I pgs. 32-39
2. o Reading Tactics - D - 53-57
3. o Reading Tactics - E - 55-74

Spelling

1. o Correct Writing - A - 383-398

Capitalization

1. Δ The Writing Skills Module - 253-258

End Punctuation

1. Δ The Writing Skills Module - 259-262

Fragments

1. Δ The Writing Skills Module - pgs. 219-224

Run-Ons

1.* Steps in Composition - 79-90

Sub & Co-ordination

1. * Steps in Composition - 11-=133
2. * Copy-Write - 149-171

Subject - Verb Agreement

1. Δ Writing Skills Module - 293-302
2. o Correct Writing - A - 125-139

Parts of Speech

1. o Basic Skills In Grammar - Bk. 2 - pgs. 2-19
2. o Correct Writing - A - pgs 20-23

Sentence Combining

1. * Steps in Composition - (Also for coordination and subordination) pgs. 110-133
2. * Copy/Write - 69-79

Commas

1. o Correct Writing - A - 271-278
2. o The Writer's Studio - 291-297

Pronouns

1. Δ Writing Skills Module - 303-316
2. o The Writer's Studio - 215-223

041

Words

1. o Tactics In Reading II - Diagnostic Test pg. 7, 13-20
2. o Developing Reading Versatility - pgs. 27-30
3. o Reading Tactics - F - 9-21

Structural Analysis

1. o Tactics In Reading - Diagnostic Test - p. 7, pg. 21-30
2. o Developing Reading Versatility - 17-25
3. * Steps In Composition - 447-452

Dictionary

1. o Tactics In Reading II - 35-40, 61-68
2. o Reading Tactics F - 31-51
3. * Printed material on synonyms

Spelling

1. * Steps In Composition - pgs. 9-12 - Methods to Improve Your spelling
   43-46 - Homonyms
   67-69 - Changing "y to i"
   106-109- Proofreading
   208-212- Words that look Alike

248-250
316-319-Plurals
348-352-
386-390-Dropping the final "e"
416-418-Doubling Rule

Capitalization & Punctuation

See ○ Grassroots, △ Writing Clinic, ▲ Writing Skills Module, on designated pages for 012, 013. Re-capitalization and punctuation. Correct Writing B - 323-324, 329, 331.

Fragments

1. △ The Least You Should Know About English - 61-75
2. ○ Correct Writing B - pages 49-59

Run-Ons

1. ▲ Writing Skills Module - 225-236
2. △ The Least You Should Know About English - 54-60

Comma Splice

1. ○ Correct Writing B - 106-111

Subject - Verb Agreement

1. △ The Least You Should Know About English - 93-99
2. ✱ Steps in Composition - 159-166
3. ○ Correct Writing B - 137-155

Commas

1. ○ Correct Writing B - pgs. 294-296
   300-307

Pronouns

1. △ The Least You Should Know About English - pgs. 100-106
2. ○ Correct Writing B - 157-164, 165-176, 177-194

Taxonomy of Reinforcement

Materials

Essay Skills - topic sentence, supporting topic sentence, logical development for an idea, connections between paragraphs, paragraph patterns.

Reading Skills - topic, main idea, supporting details, inference, sub and coordination, paragraph patterns, fact vs. opinion, writing a summary, longer reading selections.

012 (cont'd)

ESSAY SKILLS

topic sentence

*"topic sentence from Paragraph Practice"
(overview of t.s., no exercises)

paragraph patterns

*"intro to Paragraph Practice"
(overview of paragraph development)

READING SKILLS

topic

Reading Tactics A - pgs. 103-112; 119-130

inference (conclusions)

°Reading Tactics A - pgs. 79-102

sub and co-ordination

°Reading Tactics A - pgs. 149-169

paragraph patterns

°Reading Tactics A - pgs. 131-148

fact vs. opinion

°Reading Tactics A - pgs. 165-172

013

Essay Skills - Topic Sentence

1. * Steps in Composition - 13-22

Supporting Topic Sent. & Logical Development of an Idea

1. * Steps in Composition - 23-28, 47-54
2. Alpha II - 95-125

Reading Skills - Topic

1. * Breaking the Reading Barrier - 114-118-126-129
2. ° Reading Tactics - B - 105-122, 128-130
3. ° Reading Tactics C - 111-119

Main Idea

1. *Breaking the Reading Barrier - 46-49, 227-232
2. Reading & Study Skills - 237-245

Supporting Details

1. Breaking the Reading Barrier - 96-100
2. ° Reading Tactics B - 123-127, 124-126
3. ° Reading Tactics C - 120-123

Inference

1. *Breaking the Reading Barrier - 156-162
   173-175
2. °Reading Tactics B - 77-104
3. °Reading Tactics C - 83-110

Sub & Coordination

1. °Reading Tactics C - 149-152
2. °The Writer's Studio - 59-67, 301-308

Paragraph Patterns

1. °Reading Tactics - B - 145-158
2. °Reading Tactics - C - 127-142

Fact Vs. Opinion

1. °Reading Tactics - 159-176
2. °Tactics in Reading II - 57-60

Longer Reading Selections

1. *Alive W. questions

014

Essay Skills - Topic Sentences

1. Summary, Paragraph, Essay, Test-Co

Supporting Topic Sentence

1. Summary, Paragraph, Essay, Test - 65-68

Logical Development of an Idea

1. Writing Clinic - 213, 225

Paragraph Patterns

1. Summary, Paragraph, Essay, Test - 69-72

Reading Skills

Topic

1. ° 88 Passages -(For main idea, details,
2. ° Reading Tactics D - 107-115, 119-122
3. ° Reading Tactics E - 103-111, 115-120

Main Idea

*Effective Reading For College Students - Chp. 16

Supporting Details

1.°Reading Tactics - D - 116-118-115-120
2.°Reading Tactics - E - 112-114

Inference

1.°Reading Tactics - D - 81-106
2.°Reading Tactics - E - 75-102

Sub & Coordination

1.°Correct-Writing - A 243-253

Paragraph Patterns

1.°Reading Tactics - D - 123-138
2.°Reading Tactics - E - 121-134

Fact vs. Opinion

1.°Reading Tactics - E - 151-157

Writing A Summary

1. Summary, Paragraph, Essay Test - 15-30

Longer Reading Selections

1. "Nigger (with questions)
2. Efficient Reading

041 - Reading Skills

TOPIC

1. °Reading Tactics F - 85-91, 97-105
2. Reading & Study Skills - 271-293
3. College Reading Skills - 1-18

Main Idea

1. °Developing Reading Versatility - 138-178
2. °Reading Tactics - F - 97-100

Supporting Details

1. °Developing Reading Versatility - 230-246

Inference - Conclusion

1. °Reading Tactics F - 55-84

Sub & Coordination

1. °Correct Writing - B - 273-284

Paragraph Patterns

1. °Reading Tactics - F - 105-120

Fact vs. Opinion

1. °Developing Reading Versatility - 192-212

Appendix E

ROCKLAND COMMUNITY COLLEGE

NAME: _____

CS 012 — SECTION NO. _____

REINFORCEMENT INST: _____

COMM. SKILLS INST: _____

The work in Reinforcement is a combination of class (general) assignments and individual prescriptions as follows:

General Assignments: introduced by instructor to the entire class and completed by all members at an individualized pace.

Spelling 1500 - diagnostic test and units as indicated
(Attach diagnostic test)

World of Vocabulary - Books 3 and 4

Dictionary Drills - Fry

*McCall Crabbs: Standard Test Lessons in Reading, Books A, B, C

*Reading Drills - Fry - sets 1-5

*Timed readings which will be done as class, led by instructor

Individual Prescriptions: assigned on on-going basis as needed.

SKILL	MATERIALS	DATE	DAILY WORK COMPLETED	COMMENTS
WORDS				
GRAMMAR				

SKILLS	MATERIALS	DATE	DAILY WORK COMPLETED	COMMENTS
ESSAY SKILLS				
READING SKILLS				

ROCKLAND COMMUNITY COLLEGE
NAME: _____
CS 013 - SECTION _____

REINFORCEMENT INST: _____
COMM. SKILLS INST: _____

The work in Reinforcement is a combination of class (general) assignments and individual prescriptions as follows:

General Assignment: introduced by instructor to the entire class and completed by all members at an individualized pace.

Better Spelling - diagnostic test and units as indicated

(Attach diagnostic tests)

Reading Tactics C - pp. 57 - 82 (dictionary)

Vocabulary Workshop C -

*Reading Drills - Fry - sets 6 - 10

*SRA Power Builders - 38

* Timed readings which will be done as class, led by instructor.

Individual Prescriptions: assigned on on-going basis as needed.

SKILL	MATERIALS	DATE	DAILY WORK COMPLETED	COMMENTS
WORDS				
GRAMMAR				

SKILLS	MATERIALS	DATE	DAILY WORK COMPLETED	COMMENTS
ESSAY SKILLS				
READING SKILLS				

ROCKLAND COMMUNITY COLLEGE

REINFORCEMENT INST. _____

CS 014 - SECTION _____

COMMUNICATION SKILLS INST. _____

The work in Reinforcement is a combination of class (general) assignments and individual prescription as follows:

General Assignments: introduced by instructor to the entire class and completed by all members at an individualized pace.

Building College Spelling Skills - diagnostic test and units as indicated

(Attach diagnostic tests)

Reading Tactics D - pp. 53-80 (dictionary)

Vocabulary Workshop D

*SRA Power Builder - 4A

*Developing Reading Versatility - Chapter 2

*Improving Reading Ability - Chapter 2-6

* Timed readings which will be done by class, led by instructor

Individual Prescriptions: Assigned on on-going basis as needed.

SKILL	MATERIALS	DATE	DAILY WORK COMPLETED	COMMENTS
WORDS				
GRAMMAR				

SKILLS	MATERIALS	DATE	DAILY WORK COMPLETED	COMMENTS
ESSAY SKILLS				
READING SKILLS				

Appendix F

ROCKLAND COMMUNITY COLLEGE | 145 College Road. Suffern. New York 10901 | 914 EL 6-4650
Special Services Project | Room 2231 | Extention 346

TO: R.C.C. COMMUNITY

FROM: College Skills and Special Services Project

RE: Spring Festival - 1982

Date: April 30, 1982

The faculty and students of the Special Services Project and College Skills Department invite you to join us at our Spring Festival . . . . . .

DATE: Wednesday - May 5, 1982

Time: 12 Noon to 3 P.M

Place: Room # 3101 - Student Union Bldg.

There will be entertainment, dancing, refreshments and exhibits of art and photography.

Please come and share our Festival with us.

MK:pbd

ROCKLAND COMMUNITY COLLEGE | 145 College Road, Suffern, New York 10901 | 914 EL 6-4650
Special Services Project | Room 2231 | Extention 346

TO: Libby Bay, Howard Berry, Gene Cameron, Tom Clark, Robert Gleason, Don Lowdermilk, Cathy Maryland, Terry Merkel, George Osborne, Elaine Padilla, Howard Pierson, Leonard Romney, Cleta Scholtes, Mike Sentlowitz

FROM: Maggie Martin MM

RE: Special Services Project Spring Festival

Date: May 3, 1982

As members of the Advisory Board for the Special Services Project you are cordially invited to join the Special Services Project and College Skills Program students and staff at the annual Spring Festival in Room 3101 on May 5th from 11 a.m. to 3 p.m. Students will display their crafts and will provide musical, theatrical and dance presentations. We especially invite you to share food and drinks with us from 11 - 12.

MM:pbd

ROCKLAND COMMUNITY COLLEGE

Office of the Executive Assistant to the President

To: Maggie Martin

From: Linda A. Chisholm LAC

Date: May 24, 1982

A somewhat belated note to tell you how very much I enjoyed the Special Services celebration. It was obvious that all were having a wonderful time. The social dimension of learning is important for all students: it seemed clear that you and your staff have created a warm, supportive and encouraging relationship with and between your students.

LAC/sb

Student Services Department

Life/Career/Educational Planning Center

To: Maggie Martin & the Special Services Department

From: Theresa Merkel Theresa Merkel

Date: May 6, 1982

Thanks for inviting me to the Special Services Project Spring Festival. I was really impressed with the quality of the presentations, the enthusiasm and support of the students and staff for one another and of course the yummy food. I can see a variety of career options such as catering services, modeling and of course announcing (who needs a Ph.D. in sociology for that?).

It's with enthusiasm I look forward to continuing a relationship with a department that has so much energy. Again, thanks for sharing.

TM/ml

Appendix G

ROCKLAND COMMUNITY COLLEGE | 145 College Road, Suffern, New York 10901 | 914 EL 6-4650
Special Services Project | Room 2231 | Extention 346

CAREER DAY

Spring - 1982

The following fields will definitely be represented: (as of 3/23/82)

SOCIAL WORK	-	Ellen Tyack
SMALL BUSINESS	-	Marty.Moran
LETCHWORH VILLAGE	-	Wilbur Aldridge
ARMY (Spring Valley)	-	Sgt. Donald J. Portice
DENTAL ASSISTANT TECH.	-	Mrs. Gerry Langsam (Nyack Division of R.C.C.)
MICROBIOLOGY LAB (Nyack Hospital)	-	Superintendent Mrs. Patricia Roy
REAL ESTATE	-	Mrs. Linda Dator
NURSING	-	Dr. Fran Monahan
MARINES	-	Master Sgt. Bill Laberick
LEDERLE LABS	-	Betty Whalen - (Personnel Asst.) Entry level job availability
CLARKSTOWN POLICE	-	Det. David Wedlick
CAPRI SCHOOL OF hAIR DESIGN & COSMETICS	-	Frank Molinari (owner)
ORANGE & ROCKLAND UTILITIES	-	Nicholas Illabre or TBA
BUSINESS-OFFICE SKILLS	-	Mrs. Rosalie Benamy
ST. REGIS	-	Engineer - Partha Chaudhuri
HOLIDOME	-	Dave Pyser or/General Manager
IBM	-	Computer rep (TBA)
AVON	-	TBA
Nanuet National Bank	-	Ruth Cemeno

BC:pbd
3/26/82

CAREERS DAY PLANNED!

On April 1, between the hours of 10 am and 1 pm, the Special Services Project is sponsoring a Careers Day for students in the College skills program and for the college community at large. This event provides an opportunity for students to speak to representatives from many fields and answer questions they may have about choosing a career. The Career Day program will be located in the corridor adjacent to room 2231.

This year Special Services has chosen to include representatives from various career fields and from the larger employers in the Rockland County area. The fields represented will include business, health, engineering, secretarial, social services, computers and armed forces.

We welcome all students to participate in the Career Day.

"Outlook"
March 17, 1982

BEST COPY AVAILABLE

FESTIVAL
THE 1982 COLLEGE SKILLS COOKBOOK

D. EISENBURG

produced by:
College Skills Students
Rockland Community
College

BEST COPY AVAILABLE

FESTIVAL

1982 College Skills Cookbook

Written and produced by College Skills Students,
Rockland Community College

Co-ordinator.....Pat Diamond
Cover Art.....Dale Eisenburg
Faculty Advisor.....David Nadvorney
Introduction.....Lora Kahn

Dear Friends,

WELCOME TO THE 1982 COLLEGE SKILLS SPRING FESTIVAL

Spring festivals, which have their origins at the very dawn of human civilization, celebrate the return of the sun and the growing season. Spring was the time of rebirth, of the promise of a new harvest, and an assured food supply, and many ancient peoples expressed their gratitude to the returning sun with a festival. From China to Peru, the turn of the season was celebrated with the extinguishing of the old flame and the lighting of the new one as a symbol of the rebirth of the year.

Food was an essential part of these ancient ceremonies, as it is in the Spring Festival at Rockland Community College. While they had wine and the lamb sacrificed to the god who brought back the light, we have the multiple offerings from the diverse cultures represented by students in the College Skills Program. It is this diversity of talents, abilities and cultures which we celebrate at our festival, and which is richly represented in this cookbook. The recipes from many people and many places are one small symbol of what we have to offer each other, and what we have to celebrate.

Bon appétit!

-Lora Kahn

BEST COPY AVAILABLE

BAKED STUFFED CLAMS

Contributed by Joe Coyle

1 onion, minced
2 cans minced clams (drained, with juice reserved)
1 stick margarine or butter
dash garlic salt
clam shells
1 cup flavored bread crumbs

1. Preheat oven to 350.

2. Melt butter in frying pan.

3. Saute onions in butter till they are brown. Add clams and continue cooking until clams are thoroughly heated.

4. Add clam juice and bread crumbs. Cook until mixture has consistency of oatmeal.

5. Put mixture by spoonfuls into clamshells. Place shells on cookie sheet and bake approx. 15 minutes.

6. Run cooked clams under broiler for about 4 minutes to brown.

KIBBEH

Contributed by Arlette Naber

3 cups wheat germ
4 onions (chopped)
1 lb. ground beef
½ cup pine nuts
Salt, pepper, allspice to taste
1-2 T flour

1. Preheat oven to 350.

2. Soak wheat germ in warm water to cover. Drain and add 2 of the chopped onions. Check consistency (should be fairly thick) and add flour if necessary. Set aside.

3. Brown the remaining onions and ground beef in butter. Remove from pan. Brown the Pine nuts and add to beef mixture. Correct seasoning.

4. Butter a cookie sheet. Spread bottom of sheet with wheat germ mixture. Add a layer of beef mixture, and top with remaining wheat germ. Cut into attractive shape and bake for 30 minutes.

BOURSIN CHEESE SPREAD

Contributed by Pat Diamond

8 oz. unsalted whipped butter
16 oz. cream cheese
¼ t each: thyme, marjoram, basil, pepper, and savory
2 garlic cloves
½ t salt

1. Blend butter and cream cheese with garlic and salt.

2. Add herbs. (Dill may be used to replace savory.)

3. Serve on crackers.

May be frozen

HOUMMUS

Contributed by Lora Kahn

1/3 cup tahini
¼ cup lemon juice
2-3 cloves garlic
¼ cup cold water
1 20 oz. can chick peas
salt and pepper to taste
½ t cumin
1-2 T olive oil
chopped parsley
paprika

1. Mix all ingredients in blender until smooth.

2. Correct seasoning.

3. Serve on crackers or pita bread.

SOUR CREAM BANANA CAKE

Contributed by Robin Benado

½ cup butter
1½ cups sugar
2 eggs
3 ripe bananas, mashed
½ cup sour cream
1 t baking soda
2 cups flour
1 t vanilla

1. Preheat oven to 350

2. Cream butter and sugar. Add eggs.

3. Add bananas, sour cream, baking soda flour and vanilla.

4. Butter an 8 inch square pan.

5. Pour batter into pan and bake for 45-60 minutes

PUMPKIN BREAD

Contributed by Mary Freeman

2/3 cup shortening
2-2/3 cup sugar
4 eggs
1 1 lb. can pumpkin
2/3 cup water
3-1/3 cup flour
2 t. baking soda
1½ t. salt
½ t baking powder
1 t cinnamon
1 t cloves
2/3 cup chopped nuts
2/3 cup chopped raisins
8 oz chocolate chips (optional)

1. Preheat oven to 350.

2. Cream together shortening and sugar. Add eggs, water and pumpkin.

3. Blend in dry ingredients (except nuts and raisins). Mix until well blended.

4. Add nuts and raisins and chips, if desired.

5. Butter two loaf pans and pour in batter.

6. Bake 65 - 75 minutes.

BAKED LASAGNE WITH HOMEMADE TOMATO SAUCE

Contributed by Jocelyn Levy

1 lb. lasagne noodles
Homemade tomato sauce (see recipe, facing page)
1 lb. ground beef
2 T olive oil
2 eggs
parsley
2 lbs. Ricotta cheese
3 T grated parmesan cheese
½ lb. mozzarella cheese
salt, pepper, to taste

1. Saute beef in olive oil with eggs and parsley until browned.

2. Bring 6 quarts of water to boil and add 1 T olive oil. Add lasagne slowly to boilng water and cook 15 minutes. Drain.

3. Arrange lasagne in casserole in layers of sauce, meat, mozzarella, and ricotta until lasagne is all used, ending with ricotta. Top with grated cheese.

4. Bake at 350 about 20 minutes, or until mozzarella is melted.

TOMATO SAUCE FOR LASAGNE

Contributed by Jocelyn Levy

1 lb. Sausage	1 T oregano
1 onion, chopped	½ t sugar
2 cloves garlic	1 t salt
2 cans tomato paste	½ t black pepper
1 t basil	1 bay leaf
1 can tomato puree	1 cup water

1. Brown sausage, onion and garlic.

2. Stir in tomato paste and water. Add tomato puree. Add saesonings.

3. Simmer for 2 hours, stirring occasionally, with opt uncovered. Add water as needed.

4. Correct seasoning.

JAMAICAN DARK FRUIT CAKE

Contributed by Avis Griffin

1 lb. flour
1 lb. sugar
1 lb. butter
12 eggs
1½ t allspice
½ t nutmeg
½ t mace
2 T lemon juice
1 cup molasses
½ cup white rum
½ t salt
1 t baking powder
1½ t cinnamon
½ cup brandy
2 lbs. seedless raisins
½ lb. currants
½ lb. mixed peels
½ lb. candied cherries
½ lb. prunes

1. Chop fruits and soak in rum for one week.

2. Preheat oven to 350.

3. Cream butter and sugar until fluffy. Add eggs one at a time and beat in well.

4. Sift dry ingredients together. Add molasses and brandy to the fruit-rum mixture.

5. Alternating between the brandy and the sugar mixtures, add to the dry ingredients, beating well after each addition.

6. Bake in greased and floured large baking pan for 2½ hours.

MINUTEMAN MACAROONS

Contributed by Susan Weiner

2-2/3 cups coconut
2/3 cup sweetened condensed milk
1 t vanilla

1. Preheat oven to 350.

2. Conbine all ingredients and mix well.

3. Drop from teaspoon onto well greased cookie sheets, one inch apart.

4. Bake at 350 8 - lo minutes or until lightly browned.

5. Remove from sheets at once.

BINGULATAS

Contributed by Mark Pizzino

4 cups flour
7 T crisco
1 t baking powder
4 eggs
1 handful sugar
dash salt
1/3 cup water
Additional crisco, for frying

1. Mix all ingredients into dough.

2. Refrigerate dough for 2 hours.

3. Form dough into 1½" balls. Deep Fry in the additional crisco.

4. Roll in honey and cinnamon and sprinkles.

MAGIC COOKIE BARS

Contributed by Susan Weiner

½ cup butter or margarine
1-1/e cups graham cracker crumbs
1 14 oz. can sweetened condensed milk
1 16 oz pkg. semi-sweet chocolate chips
1 3½ oz. can coconut
1 cup chopped nuts

1. Preheat oven to 350.

2. In 9 x 13 inch baking pan, melt butter. Sprinkle crumbs over butter.

3. Pour sweetened condensed milk over crumbs. Top evenly with chocolate chips, coconut and nuts.

4. Press down gently. Bake 25 to 30 minutes or until lightly browned. Cool thoroughly before cutting. Loosely cover any leftovers.

BANANA NUT LOAF

Contributed by Susan Weiner

2 cups sifted flour
½ t salt
½ t baking soda
3 eggs
1½ cup sugar
3/4 T baking powder
1½ cups mashed bananas (very ripe)
½ cup shortening
1 T Vanilla extract

1. Preheat oven to 350.

2. Cream shortening, eggs and sufar. Add dry ingredients, bananas and nuts.

3. Bake in loafpan at 350 for first 15 minutes, then at 300 for i hour and 15 minutes.

BACON CHEESE CANAPES

Contributed by Sondra Scopinsky

2 T butter
8 oz. cheddar cheese, grated
8 slices bacon, cooked and finely chopped
½ t dry mustard
½ t paprika
salt, pepper to taste
2 eggs

1. Mix ingredients well.

2. When ready to serve, spread on toast rounds and brown under broiler.

3. Mixture may be refrigerated or frozen.

CURRY ALMOND SPREAD

Contributed by Sondra Scopinsky

16 oz. soft cream cheese
½ cup chopped chutney
2 t curry powder
½ t dry mustard
½ cup toasted chopped almonds

1. Mix all ingredients well.

2. Refrigerate for several hours.

3. Spread on party rye slices or crackers.

SPINACH CHEESE PIE

Contributed by Gerri Rosen

2 pkgs. frozen spinach, defrosted and drained
1 lb. Monterey Jack cheese, crumbled
3 eggs, beaten
1 cup milk
2 t baking powder
1 cup flour
½ stick butter

1. Drain spinach in colander with fork until thoroughly dry.

2. Combine eggs with milk.

3. Add flour and baking powder to milk mixture.

4. Add spinach and cheese and mix well.

5. Melt butter in 9x13 pan. Pour in mixture and bake 40 minutes at 350 until top is bubbly.

6. Serve immediately.

CAESER SALAD

Contributed by Randy Fabian

1 egg
1 clove garlic
6 anchovy fillets
3 T Parmesan Cheese
3 T olive oil
1 T wine vinegar
12 stuffed Spanish olives
croutons
2 heads Romaine lettuce

1. Mash garlic in large wooden salad bowl, rubbing it well around the sides. Let it stand flr several minutes, then scrape off the pulp of the garlic.

2. Put the anchovy and parmesan cheese into the bowl and mash them to a smooth paste.

3. Boil the egg long enough to take the edge off its rawness, about one minute. Add to the bowl and mix smoothly.

4. Blend in oil and vinegar while mixing the ingredients in the bowl. Wash the romaine well, break into bite sized pieces and add to the bowl.

5. Sprinkle on the olives and croutons and toss 1 lightly until everything is coated adn the dredding is absorbed by the croutons.

MAGGIE'S ROAST BEEF HASH

Contributed by Maggie Martin

2 cups cooked leftover roast beef, cubed
3 medium white potatos, cubed
½ medium onion, diced
½ stick butter or margarine
salt, pepper to taste

1. Saute onion in butter in large frying pan until onion is wilted.

2. Add cubed potatos and additional butter, and cook until potatos are almost soft, stirring frequently. As potatos are cooking, add salt and pepper.

3. When potatos are almost done, add meat, additional salt and pepper, and continue cooking until potatos are done and meat is heated through.

SWEET POTATO PIE

Contributed by Barbara Vitale

½ cup sugar
1 t cinnamon
2 eggs, slightly beaten
½ t allspice
¼ t mace
½ t salt
1½ cups sweet potatos, cooked and mashed
1 cup milk
2 T melted lard
1 9" unbaked pastry shell

1. Preheat oven to 400.

2. Mix sugar, cinnamon, allspice, mace and salt. Stir in sweep potatos.

3. Combine eggs, milk, and lard. Add to potato mixture.

4. Pour mixture into pastry shell. Bake about 40 minutes or until filling is set.

NOODLE PUDDING

Contributed by Elaine Padilla

1 lb. thin egg noodles
1 lb. cottage cheese
1 pt. sour cream
1 t vanilla
2-3/4 cups sugar
1 cup milk
2½ sticks butter
8 eggs, beaten
cinnamon
2 cups fruit salad, drained

1. Preheat oven to 350.

2. Cook and drain noodles according to package directions. Add butter, cut into pieces, while noodles are hot so that butter will melt.

3. Add all other ingredients except cinnamon. Mix well.

4. Pour mixture into rectangular baking dish. Sprinkle top with cinnamon.

5. Bake for 1 hour.

SWEET AND SOUR SPARERIBS

Contributed by David Nadvorney

½ cup peanut oil
2 lbs. spareribs, cut into
1 inch pieces
¼ cup chopped onion
½ cup chopped green pepper
1 cup pineapple juice
3/4 cup cider vinegar
3/4 cup water
2 T ketchup
1 T soy sauce
¼ t Worcestershire sauce
1 clove garlic
½ cup brown sugar, firmly packed
2 T cornstarch

1. Heat oil in skillet. Add spareribs and brown well. Remove spareribs and set aside.

2. Pour off all but two T drippings. Add onion and green pepper; cook until tender.

3. Add pineapple juice, vinegar, water, ketchup, soy sauce, Worcestershire sauce and garlic. Blend in brown sugar and cornstarch.

4. Bring to boil, stirring constantly. Reduce heat; add meat. Cook, uncovered, over low heat one hour, or until tender. Dtir occasionally.

HAWAIIAN CHICKEN

Contributed by Maureen Ferguson

6 chicken breasts, boneless and skinless
1 T flour
½ t salt
½ t curry powder
1 t paprika
1 T oil
2 T butter
1 cup chicken broth
8 oz. can mushrooms
2 stalks celery, chopped
1 green pepper, chopped
8 scallions, chopped

1. Roll chicken breasts in mixture of flour, salt, curry powder and paprika.

2. Brown chicken in butter and oil. After browning, pour chicken broth over chicken. Cover pan and cook slowly for 30 minutes.

3. Add mushrooms, drained, celery chopped green pepper and scallions to chicken. Continue cooking for 10-15 minutes.

CARROT CAKE

Contributed by Robin Mills

2 cups sugar
1½ cups oil
2 t salt
2 t cinnamon
1½ cups chopped nuts
4 eggs
2¼ cups flour
2 t baking soda
3 cups coarsely grated carrots

1. Preheat oven to 3oo.
2. Combine sugar, oil and eggs. Beat at medium speed for 2 minutes.
3. Add dry ingredients and beat at low speed for 1 minute. Stir in grated carrots and nuts.
4. Spread batter in greased and floured cake pan. Bake one hour, or until cake tests done with toothpick.
5. Frost with cream cheese frosting (see below).

CREAM CHEESE FROSTING

Contributed by Robin Mills

1 8 oz. pkg. cream cheese
2 t vanilla
1 lb. confectioners sugar
½ cup butter

1. Let cream cheese and butter warm to room temperature.
2. Cream thoroughly. Add vanilla. Gradually beat in sugar. For good spreading consistency, frosting can be thickened by adding sugar or thinned by adding milk.

CHICKEN AND WILD RICE

Contributed by Carol Carey

2 whole chickens, 3 lbs. each
1 cup water
1 cup dry sherry
1½ t salt
½ t curry powder
1 medium onion - sliced
½ cup sliced celery
1 lb. fresh mushroom, sliced (leave some whole)
¼ lb. butter
12 oz. long grain wild rice with seasonings
1 cup sour cream
1 can condensed cream of mushroom soup

1. Preheat oven to 350.

2. Place chickens in deep kettle. Add water, sherry, salt, curry powder, onion and celery. Bring to a boil and cover tightly. Reduce heat and simmer one hour. Remove from heat.

3. Strain broth. Refrigerate chicken and broth at once.. When chicken is cooled, remove from bones and discard skin. Cut meat into bite sized pieces.

4. Wash mushrooms and pat dry. Saute in butter until golden brown. Reserve whole mushrooms for top of casserole.

5. Measure chicken broth and use as liquid for cooking rice -following package directions. Combine chicken, rice and mushrooms in casserole.

6. Blend sour cream and soup and mix into chicken.

7. Bake for one hour.

PEROHI

Contributed by Marika Pawliw

For Dough:
4 cups lukewarm water
4 eggs
6-8 cups flour
1 T sour cream
3 T oil

1. Mix ingredients until well blended.

2. Knead dough slightly and roll out to thickness of pizza crust. Cut rounds about 3" in diameter.

For Filling:
5 lbs. potatos
Salt, pepper to taste
1 large onion
1½ lbs. farmer cheese
4 oz. Jack cheese
3 T sour cream

1. Peel potatos and boil until tender. Do not overcook.

2. While potatos are boiling, chop onion and saute in butter until golden.

3. Mix all ingredients and blend well. Add one T filling per round of dough. Press to seal with a pinch of flour.

4. Add perohi to boiling water and boil until they rise to top.

5. Serve with more grated onion and mustard or sour cream.

MANNY MOTA'S CHINESE FRIED RICE

-Contributed by Neal Levy

1½ cups cooked white rice
2 T Corn oil
1 6oz. can broiled mushrooms, sliced and drained
¼ cup chopped scallions
2 T soy sauce
1 egg, beaten

1. Heat oil in skillet.

2. Add rice, mushrooms, onions and soy sauce. Cook over low heat about 10 minutes, stirring occasionally.

3. Add egg. Cook and stir 5 minutes.

Serves 4 or 5.

RICE PILAF

Contributed by Marian Kojamanian

½ cup Orzo
2 cups rice
5 cups chicken broth
1 T butter

1. Saute orzo in butter until brown.

2. Add rice and chicken broth. Allow to come to boil and cover.

3. Lower flame and cook until liquid is absorbed, about 15 minutes.

BANANA PUDDING

Contributed by Margie Epps

1 box vanilla wafer cookies
1-2 lbs. fresh bananas
1 small box instant vanilla & banana pudding, or two boxes either

1. In medium size bowl combine puddings. Add milk, following directions on package.

2. Layer bottom of cake pan with vanilla wafers. Top with sliced bananas and pudding mixture.

3. Repeat layering procedure to top of pan. Top with beated egg yolks.

4. Bake at 350 until topping is lightly browned.

MY GRANDMOTHER'S BLUEBERRY MUFFINS

Contributed by Bonnie Chwest

¼ cup butter
1 cup sugar
2 eggs, separated
1½ cups flour
1 cup blueberries
2 t baking powder
1 t allspice
3/4 cup milk

1. Preheat oven to 375.

2. Mix and sift flour, baking powder and spice three times. Cream butter and sugar, add the beaten yolks, then the flour mixture and milk alternately.

2. After wahing berries, drain all water off. Flour berries. Add to cake mixture. Add beaten whites.

3. Butter cupcake pan. Shake flour over each cup. Pour mixture into each cup, just half full.

4. Bake 30-40 minutes, until brown.

CRAB-ALMOND SPREAD

Contributed by MaryAnn Kezmarsky

1 7 oz. can crab meat
1 8 oz. package cream cheese
1 T. lemon juice
1 T. Worcestershire sauce
1 T mayonnaise
1/3 cup slivered alomnds, browned in 1 T butter
1/3 cup Parmesan cheese

Mix all ingredients together, reserving half the almonds and parmesan cheese.

Place in shallow baking dish, cover with remaining almonds and cheese, and bake at 400 for 20 minutes.

CHEESE BALL

Contributed by MaryAnn Kezmarsky

1 8 oz. package cream cheese
1 cold pack cheddar cheese
2 T butter
2 T chopped green pepper
2 T pimentos
1 T chopped onion

1. Mix all ingredients and form into ball.

2. Roll in chopped nuts and refrigerate. (Can be frozen.)

McNACHOS

Contributed by Larry Shea

2 handfuls Doritos
½ cup grated cheddar cheese
Jalapena sauce
Guacamole
1 can refried beans
Jalapena peppers

1. Preheat oven to 375.

2. Put Doritos in skillet and cover with beans.

3. Bake until cheese is melted.

4. Put Jalapena sauce over melted cheese, and the peppers, to taste, over the sauce.

5. Top with sour cream or guacamole.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

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